Guided Reading Lesson Plan

**Text: Sally and the Sparrows PM Blue Set A Level: 7**

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| **High Frequency Word Review** | little come, came, look, looked, with, went, said |
| **Easy Reading** | Use the last book from the previous session.   * Help students to work out unknown words from meaning: “What would make sense there? What would look right and sound right?” * Get students to check any errors: “Did that make sense?” “You said \_\_\_\_\_\_\_\_\_ . Does that look right?” “Can we say it that way?” * Get students to reread parts for fluency and phrasing. |
| **New book** | **Orientation**:   * The title of this book is “Sally and the sparrows”. When we think about the title and look at the picture on the front cover what predictions do we have about what this book might be about? Who might be in the story? * **Brief Overview:** This book is about Sally and some birds called sparrows. You can see the sparrows up in the tree, with Sally looking up, on the front cover. Sally hears some sparrows making noise outside in the morning so she takes some bread out to feed to them. * (P2/3)What noise are the sparrows making? * (P4/5) In the picture, you can see Sally going along the hallway. What else can you see in the picture that is not in the text? (tip-toeing, Mum asleep) * (P6/7) Do you think the sparrows will come down and see Sally? * (P8/9) This is a bit like a book we read recently (Henny Penny) because the picture is drawn from an unusual spot – up in the tree, looking down. * (P10/11) Sally is running inside. The word “inside” is really two words together, “in” and “side”. Look at how the two words are joined together. * (p12/13) Do you have a bread bin at home? This isn’t a place for rubbish, it’s for keeping bread fresh in. * (p14/15) What can you see in the picture that Sally is doing, that isn’t in the text? (Sally throwing bread to the sparrows). * (P16) What do you think Sally is feeling now? Does the picture give us a clue?   **Introduce new words and concepts**: high frequency words  **Finding words using initial letters** after articulating clearly. What can you hear in the middle, at the end of...?  **Prompt children to practise strategies.**  **Each child reads the text independently.**   * Reinforce where children used reading strategies & prompt for strategies as needed.   **Comprehension Questions** |
| **New high frequency words** | hungry, stay, going, go, some, down |
| **Letter /Sound**  **identification** | e: enginep5 and 7  w: will, went  y: you |
| **Phonological awareness** | * Blends and digraphs: “sp” in sparrow, “ch” in “cheep”, “ing” in “going”, “br” in “bread” * “y” as a long “e” sound in both Sally and hungry |
| **Other teaching focus** | * Speech marks * Capital letters and question marks |
| **Comments** |  |

Comprehension Questions for “Sally and the sparrows”

Factual:

1. What happened to make the sparrows wake up? (“the sun came up” page 3,)
2. Who also woke up in the morning? (Sally, page 5)
3. Where did Sally go to see the sparrows? (into the garden, page 7)
4. When the sparrows didn’t come down, what did Sally do? get some bread to feed them, page 11)

Inferential (Explain your answer)

1. Why did Sally decide to get bread for the sparrows? (page 11)
2. Why did Sally throw the bread on the ground? (page 15)

Interpretive

1. The sparrows only say “Cheep” in this book, so could it be a real story? What might sparrows say if it was a movie?

Critical/Evaluative

1. Have you ever fed any animals or birds? How do you know what to feed them?
2. Do sparrows eat bread in the wild?
3. Do you think Sally’s parents would mind her feeding the sparrows?